DOCUMENT RESUME

ED 117 143 TM 004 996

AUTHOR Williams, Samuel L.
TITLE The Development and Implementation of a Planned Program of Classroom Observation at the Elementary School Level. Maxi II Practicum Report.
PUB DATE 25 Apr 75
NOTE 113p.; Ed.D. Dissertation, Nova University

EDRS PRICE MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS Administrator Role; *Classroom Observation Techniques; Educational Objectives; Elementary Education; *Evaluation; *Models; Principals; *Program Development; Program Evaluation; Questionnaires; School Responsibility; Teacher Administrator Relationship; Teacher Evaluation; *Teacher Rating; Teaching Methods
IDENTIFIERS Principals Responsibility Rank Order Form; Scrivens Product Evaluation Profile; Status Questionnnaire

ABSTRACT

This report describes the development, implementation, and evaluation of a model for classroom observation designed to improve instructional supervisory skills and enhance teaching and learning. The project was carried out in 10 (Broward County, Florida) elementary schools with the principals and six teachers from each school involved. The aims of the project were to provide a model for observation and get principals to use it. The model was used by 10 principals and 40 teachers for four months. A Status Questionnaire and Principals' Responsibility Rank Order Form, each developed by the author, produced no significant differences in attitudes, understanding, philosophies or reactions to classroom stimuli during observation. Scriven's Product Evaluation Profile provided the assessment upon which conclusions were drawn about the model and overall project. Those people who reviewed and used the model support its implementation in other schools. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117143

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Nova University Ed. D. Program

Maxi II Practicum Report

Title

The Development And Implementation Of A Planned Program Of Classroom Observation At The Elementary School Level.

Author

SAMUEL L. WILLIAMS

FORT LAUDERDALE CLUSTER

Submitted In Partial Fulfillment Of

The Requirements For The Degree

Of Doctor Of Education.

Cluster Coordinator

Dr. Bert Kleiman

April 25, 1975

I M 007 696

TABLE OF CONTENTS

	PAGE
Abstract	i
Introduction	ii - iii
Statement of Problem	1 - 2
Review of Literature	2 - 4
Objectives	5
Status of Classroom Observation	6
Procedures for Administering Instruments	6 - 7
Status Questionnaires	7 - 8
Principals' Responsibility Rank Order Form	8 - 9
Construction of A Model for Classroom Observation	10
Classroom Observation by Objectives	
Rationale for COBO	10 - 11
Purpose of COBO	11
General Description of COBO	11
Implementations in Development of Model	12 - 15
Evaluation of Model	
Procedures Used	16 - 17
Observation Attitude Questionnaire	17 - 18
Results of Application	18
Observation and Knowledge Questionnaire	18 - 19
Results of Application	19 - 20
Observational Record Form	20
Random Sample for Observers of Blind	21
Results of Application	21 - 22

Conclusions from Evaluation 23

Needs (Justification) 23 - 24

Market (Dissemination) 24

Performance - True Field Trial 24 - 25

Performance - True Consumers

Teachers 25

Principals 25 - 26

Central Administrators 26

Pupils 26

Performance - Critical Comparisons 26 - 27

Performance - Long Term 28

Performance - Side Effects 28 - 29

Performance - Process

Of Classroom Observation 29

Of The Project 30

Performance - Causation 30 - 31

Performance - Statistical Significance 31

Performance - Educational Significance

For The Author 31 - 32

For The Consumer 32

Cost and Cost Effectiveness 32 - 33

Teacher Evaluation 34

Conclusions 34

Extended Support 34

Evaluative Rating by PEP 34 - 35

Recommendations

Discussion Preceding 35 - 36

Statement Of 37 - 38

Efforts To Effect Change 39 - 40

Final Results 40

Appendix A 41 - 53

Appendix B 54 - 74

Appendix C 75 - 95

Appendix D 96 - 101

References 102 - 103

Bibliography 104 - 106

INTRODUCTION

This report is divided into six chapters.

Chapter one presents a statement of the problem, a review of literature and the objectives of the project.

Chapter two gives an assessment of the status of observational practices when this effort began. It includes an explanation of procedures used to administer the two instruments which were: 1) A Status Questionnaire; and, 2) A Principals' Responsibility Rank Order Form. Statistical data for these instruments are reported in the tables of appendix A.

Chapter three outlines the development of a model for Classroom Observation by Objectives (COBO). The major emphasis of this division is placed on the statement of general description and implementations of the model. Appendix B is a detailed description or handbook of procedures and steps involved in implementing COBO.

Chapter four unfolds the evaluation of the model for observation. It explains procedures and measures used and the results of the application of the three measures. Tables and statistical data to support the findings for this section are stated in appendix C.

Chapter five is a statement of the conclusions drawn from the evaluation. Scriven's Product Evaluation Profile was used in the assessment of the evaluation and the overall project effort.

Chapter six gives a listing of things done in the attempt to bring about change. In this section are the final results of the report.

STATEMENT OF THE PROBLEM

After college students have earned their degrees and have taken their first positions as professionals direct classroom observation and analysis frequently ends. Thus, few teachers and classrooms are observed. Those that are observed are not observed frequently enough. There are no set standards or criteria by which to measure success or failure with instructional tasks. The teacher does not know what he should be looking for. Under these circumstances classroom observation may end at the time that principal and teachers need to work together to become a more efficient and effective instructional team.

Kaufman stated:

> It is suggested that the primary function of education is to bring about relevent learning and the primary task of educators is learning management. The learning management job could be conceived of as being the planning, organizing, designing, implementing, and evaluating of learning situations and outcomes, and making required continuing revisions to assure ongoing relevancy and practicality.
>
> If the above hypotheses are valid, then the way in which salient varibles and required resources are identified and utilized becomes the critical question for achieving humane, relevant and practical learning outcomes.[1]

The elementary principal as instructional supervisor is charged with a responsibility to develop and maintain a quality instructional program. The program should be a result of cooperative efforts of principal and teachers. It should make explicit

provisions for criteria by which to assess teachers' performance.

When criteria is lacking the principal's attention is often directed to unimportant and irrelevant matters.

REVIEW OF LITERATURE

Are principals sufficiently competent and skilled in attending to instructional matters to conceptualize and implement effective observation programs? Are principals lax in their classroom observation practices? Are they guilty of neglect in failing to see that criteria by which to assess teachers' performance is developed, maintained and evaluated? Are principals placing low priority on supervision of instruction through observation, analysis and feedback?

A brief review of literature should provide data to help establish answers to some of the questions from a national perspective. What others have done and what they have said about these concerns should be evident as the literature is presented.

The Ohio Committee on Public Personnel Policy (1973) gave a statement which indited principals for lack of instructional supervisory skills. That commission stated,

> If supervision is considered as personally helping individual teachers to improve their teaching competence, we have practically no supervision of experienced teachers and very little supervision of beginning teachers. For the most part teachers are put away in self-contained classrooms and expected to succeed largely on their own.[2]

The Ohio Committee on Public Personnel Policy statement was followed in 1974 by a view voiced by Morris Cogan.

Cogan (1974) expressed his concern as follows:

> Many principals seem to be responding to an unexamined stereotype when they attempt to take on supervisory duties. The most powerful argument against their assumption of these tasks is a pragmatic one: It usually doesn't work. Most principals are not professionally competent to perform the tasks involved. As a consequence, much of what they do is misdirected and counterproductive. It is worth noting that one rarely finds in university programs for the preparation of principals any clear statement of a program to build competence in supervision.[3]

Several years before the Ohio Committee and Cogan expressed their ideas about this problem Malone gave his attention to the same situation.

Malone's efforts to do something about deficiencies in principals' supervisory skills resulted in an excellent article. That article - "A Design For Classroom Evaluation"[4] - should be a required reading for every principal. In the article Malone (1968) stated, "It is my purpose in this paper to offer ideas which will contribute to more competent principal leadership in the area acknowledged to be first and foremost in importance, namely, instructional supervision".[5] Five major areas of supervisory responsibility were outlined and explained in detail by Malone. They were: 1) Interpersonal relationships; 2) Stimulating physical environment; 3) Goals and purposes; 4) Development of lesson; and, 5) Evaluation of instruction.

The N. E. A. Research Staff (1964) reported that:

> Only 27.1 percent of principals reported observing probationary teachers on a regular schedule, while 18.3 percent reported observing continuing teachers on a regular schedule.
>
> Information reported by teachers indicated that secondary school teachers received fewer observations than did elementary school teachers. Reporting for the first term of the 1962-63 school year, 33.9 percent were not observed even once for a period of five minutes or longer while teaching, and only 17.0 percent were observed four or more times. For elementary school teachers, the figures are almost the reverse: 20.8 percent received no observations, 33.7 percent received four or more.[6]

The literature is replete with data supporting the view that very few principals engage in planned classroom observation. Among reasons given for this failure are: 1) Lack of understanding of an preparation for classroom observation; and, 2) Lack of commitment to classroom observation as a means to enhance teaching and learning.

Principals may exhibit an alarming weakness in instructional supervision because - as suggested in the literature - they have not developed and implemented planned programs for classroom observation and have not had sufficient experience with the phenomenon.

The need for a planned continuous program of classroom observations and analysis to help teachers develop and maintain effective management procedures and instructional techniques arise.

OBJECTIVES

The objectives of the practicum were: 1) To determine to what extent classroom observations were used; 2) To determine to what extent classroom observations were used and from this determination to develop and implement a planned program of classroom observation; and, 3) To implement and test a model for classroom observation and make recommendations for further application.

STATUS OF CLASSROOM OBSERVATION

The review of literature verified what the author suspected. A problem does exist. Principals lack a high level of competence and skill in observing classrooms. Teachers and classrooms are not observed on a regular basis. These statements represent the national picture. What about the local scene? How do the ten schools of the local district fit into the national picture? Are circumstances the same or about the same locally as those cited for the nation? To acquire data to answer these questions two instruments were administered. The instruments were: 1) Classroom Observation Status Questionnaire (See appendix A pages 42 - 48); and, 2) Principals' Responsibility Rank Order Form (See appendix A pages 49 - 53).

PROCEDURES FOR ADMINISTERING INSTRUMENTS

Schools were selected from among 22 elementary schools in the North Central Area of a local school district. Each school was assigned a two digit number beginning with 00 and ending with 09. The table of random numbers was entered blindly with the finger coming to rest on the numbers 10 - 13. The number 10 was used for the column of vertical numbers and the 13 was used as the number of places counted down continuously until ten of the prenumbered 22 schools had been identified. Sixty teachers were selected for the assessment. They were selected from the group of tenured teachers of the schools identified through procedures outlined for selection

of the schools. Techniques for identifying teachers for the assessment were the same as those previously stated.

Guidance Counselors in the schools served as laison persons. All instruments were sent directly to the counselors. They distributed, collected and returned the questionnaires.

STATUS QUESTIONNAIRES

The Status Questionnaire (Appendix A page 42 - 8) consisting of 13 items was designed to collect data to answer the question "Does a problem exist locally with classroom observation and observation practices"?

Data provided by the Status Questionnaire (Appendix A pages 42 - 8) pointed towards a failure to implement a planned program of classroom observation. Three items established this fact. In response to the statement "A planned program of observation was implemented in my school, 42.8 percent of teachers responded by selecting the category never. On the same item 55.5 percent of principals and 28.5 percent of teachers stated that none of the responses listed were appropriate to their situations. The author concluded that if no observations - as suggested by the item - took place feedback could not be rendered. In response to item seven "When an observation is made in my school it includes which of the following": most respondents - 34 percent of teachers and 44 percent of principals - stated that such observations included classroom observations, analysis and feedback conferences.

Fifty percent of the teachers responded that classroom observations in their schools were usually planned to last between 20 - 30 minutes. Principals were in agreement with teachers as 66 percent responded in the same way. What makes the finding in item nine more significant - in a negative way - is that 34 percent of the teachers did not respond to the statement (See appendix A pages 42 - 48).

The amount of time planned for an observation as stated by all respondents can hardly qualify such behavior as observation. Since observation means to take a careful and close look both respondents confused classroom observation with classroom visitation. The latter behavior requires only a cursory look which may last from three to 30 minutes and does not require record keeping or feedback.

Observation must facilitate learning and teaching. After observational data has been gathered, discussed, and agreed upon the teacher should be a little surer of how to proceed next.[7]

PRINCIPALS' RESPONSIBILITY RANK ORDER FORM

The Principals' Responsibility Rank Order Form (See Appendix A pages 49 - 53) is an instrument of nine tasks or responsibilities generally associated with the principalship. Through administering the form it was expected that it would be possible to determine from the data collected the priority placed on the tasks by principals and teachers. Special attention was focused on Item E (See Appendix A page 51) related to classroom observation. Principals' and teachers'

responses to Item E were compared and contrasted to see if there existed significant differences in priority given the item.

There was no significant difference among priorities or rankings assigned to Item E (Appendix A page 51) by both. The greatest percentage of teachers - 33.0 percent - ranked Item E seventh and the greatest percentage of principals - 44.0 percent - ranked the same item sixth.

CONCLUSIONS

The data of the Status Questionnaire (Appendix A pages 42 - 48) shows that a problem with classroom observations and observational practices does exist locally.

Based on data compiled for items one, seven and nine of the Status Questionnaire (Appendix A pages 42 - 48) and item E of the Principals' Responsibility Rank Order Form (Appendix A pages 49 - 52) it was concluded that the status of observation in local schools was at best about the same as that reported for the nation in the article "Methods of Evaluating Teachers". In the article the frequency with which elementary principals observed teachers teaching in their classrooms was reported as 29.1 percent of 561 principals who observed probationary teachers on a regular schedule.

For tenured teachers the figure was 20 percent observed on a regular schedule.[8]

CONSTRUCTION OF A MODEL FOR CLASSROOM OBSERVATION

Concerns cited in the statement of the problem, confirmed in the review of literature and corroborated in the status data substantiates the fact that a problem of far-reaching consequences does exist. Answers to several questions are necessary. Those questions follow. 1) What can be done to close the gap between what is and what should be? 2) Is it reasonable to ask principals to implement planned programs for observation? 3) How can the principal be drawn into the implementation of a planned observation program? 4) Is it possible and desirable to make it mandatory for principals to consult with teachers on how frequently to observe them and what to look for?

The answer to each of the previously posed questions was yes without a doubt. The basic concerns raised in the questions could be handled in a practical and effective manner through classroom observation by objectives (detailed description of COBO in Appendix B pages 54 - 74).

CLASSROOM OBSERVATION BY OBJECTIVES

RATIONALE FOR COBO

Both the instructional supervisor (principal) and teachers are working toward enhancement of teaching and learning results. These results should be related to the local school and school district's policies, procedures, philosophy, goals - short and long term - and objectives.

When the teacher plays the major role in determining what his performance criteria - goals and objectives - are to be performance can be more meaningfully reviewed or evaluated because his results are compared to the goals and objectives which he has set for himself.

PURPOSE OF COBO

The purpose of COBO is self actualization of each instructional staff member with help and assistance of the principal. COBO has the potentiality to provide self-control of others by the principal in integrating the goals and objectives of the instructional team with the goals and objectives of the total school and school district.

GENERAL DESCRIPTION OF COBO

COBO is a process by which the principal and teachers of a school jointly identify the school's common goals and objectives. They then define each individual's major areas of responsibility in terms of the results expected of him. These measures are used as guides for operating the school and assessing the contribution of each instructional staff member.

In using COBO the emphasis is on fostering an atmosphere in which the individual can:

1) Believe in himself and his ability to control his own destiny as a teacher;
2) Improve his competence through self-analysis and self-direction; and,
3) Internalize the entire process without external pressure.

IMPLEMENTATIONS IN DEVELOPMENT OF MODEL

One of the controversial areas of personnel administration and supervision has been that of teacher contracts and tenure. School systems gradually changed the trend of issuing contracts on a one year basis - without the teacher's assurance of fair consideration for reappointment - to granting indefinite tenure to incompetent teachers who perform below satisfactory levels.

Dismissals of teachers have occurred for personal, political and other indefensible reasons. They have occurred without adequate opportunity for the teacher to modify unsound practices or to present his side of the case. According to Edward C. Banfield, "the political head shall see that all principally affected interests are represented, that residual interests are not entirely disregarded, and that no interest suffers unduly in the outcome".[9]

Problems of evaluation and dismissal are among the most difficult ones confronting the administrator. These problems affect people in a crucial manner and have great emotional outcomes and overtones. Because of the difficulty created, it is frequently easier to avoid rather than meet such problems head-on.

The first attempt to conceptualize a system for observation grew out of a situation exactly like the one described in paragraphs one through three above. The unsatisfactory evaluation of two teachers resulted in a confrontation which could not be resolved at the local school. The problems were appropriately turned over to the

instructional personnel department to be resolved. An administrative review gave evidence that the principal had not provided adequate supervisory assistance nor an opportunity for the teacher to modify the unsatisfactory practices. The principal had failed to exercise his responsibility. No classroom observations had been logged. No records had been kept to show what - if any - actions had been taken prior to the unsatisfactory evaluations. Because of the nature of problems described it was determined that in the best interest of all concerned the two teachers should be transferred. This was done at mid-year.

This incident led the Personnel Director to advise the principal to develop and maintain a higher level of skill for classroom observation. He further advised that the principal get into the classroom to observe.

These circumstances caused the principal to recognize a critical personal need.

In the beginning his efforts to perceive a plan of action for observation was crude. It consisted of three things: 1) Physical presence of the observer; and, 3) Recording of rambling and frequently incoherent data which was typed with comments and placed in the teacher's box.

This beginning - as crude as it was - did achieve three important objectives. They were: 1) The principal became accustomed

to being in the classroom as an observer and felt himself to be an important part of what went on there; 2) He began to gain knowledge and understanding of what was required to be an active and effective observer; and, 3) He began to seek ways in which to improve his methods, technique and approaches to the task.

As time passed the principal continued frequent observations, developed instruments and coding systems for personal use, did extensive reading on the subject and became involved in a course on Clinical Supervision.

The personal improvement efforts produced an improved but still disjointed system. The evolving system was implemented on a planned schedule on the basis of two observations per day with complete rotation among all teachers before a second observation of any teacher.

It was also at this time that feedback entered into procedures. It became the major component of the system. This became the time that both parties to the act looked forward to a frank and factual discussion of teaching. This type of give-and-take in conference sessions opened channels of communication which had been sealed tightly. The system had served to bring about staff unity through two-way communication. The willingness to be observed or the expectation that observations would be made and would be followed by feedback became a positive force in the instructional environment. Still the system did not seem to be complete. It lacked something which would not be conceptualized or defined.

In browsing through professional literature the principal came to an article which held his attention. The article was about management by objectives. The article aroused interest in the subject. Two mamangement by objectives workshops and a series of articles later the missing parts to the model became visible. A combination of classroom observation with management by objectives become classroom observation by objectives (COBO).

COBO (Appendix B) has been used in the author's school. It has also been used by the schools that were randomly selected to participate in this practicum.

COBO's value has been demonstrated in several ways. It was shown recently when a tenured teacher's performance was judged as unsatisfactory. The overwhelming weight of the evidence for a recommendation to return the teacher to annual contract status was in the principal's favor.

The administrative review committee considering the request acknowledged that procedures had been properly followed and that the file presented was the most detailed and complete of any that had ever been presented to the committee.

Teachers expressed satisfaction in use of the model and showed concern when the observation schedule was not maintained for any reason. Without the system the school would not function at the same level of excellence.

EVALUATION OF MODEL

PROCEDURES USED FOR

The sixty teachers were divided into three groups of 20 teachers each for the purpose of evaluating the COBO model. The groups were identified as experimental group A, experimental group B and control group C.

Teachers in group A were subjected to the complete COBO model (Appendix B pages 54 - 74) which included four - once per month - classroom observations by the building principal and a monthly workshop held by the author.

Teachers in group B were exposed to step 17 sections one and two of COBO (Appendix B page 61) only. However, if a teacher requested feedback it was given as informally as possible without a written record.

Teachers in group C were not exposed to COBO at any time. This group was only administered the series of instruments.

Item analyses were run on the three major instruments used. Responses from all teachers were used in the item analyses. The items were scored according to scales provided for each item by the author. These scales are discussed and the item analyses are presented in appendix C. Total scores were derived for each instrument for use in the subsequent data analyses. High derived scores indicate that teachers scored high on the dimension measured by each instrument. Thus, for example, a high score on

the observational rating form would indicate the rater gave the ratee a favorable evaluation.

As an index of reliability coefficient alphas [10] were calculated for each instrument (See table 6 page 90). This index can for all practical purposes be interpreted in the same way as the Kuder-Richardson coefficient of equivalence. It provides an indication of the internal consistency of the items on a test. High alpha coefficients indicate the items are measuring the same underlying factor or dimension. Low alpha coefficients indicate that at least some item intercorrelations are low and may be an indication that the test items may be measuring more than one factor.

Analysis of variance procedures were used to test the null hypothesis of no differences among group means on the three instruments. A Manova Program developed by Elliott Cramer [11] was used to conduct the analyses (Table 9 page 94).

OBSERVATION ATTITUDE QUESTIONNAIRE

This measure (Appendix C pages 75 - 78) was developed and used to assess teachers attitudes toward classroom observation so that the author and building principals could get an indication of teachers' dispositions to behave favorably or unfavorably toward what supervisory behavior and which observational beliefs or stimuli.

Thus, given a supervisory program of planned observation and analysis based on COBO, how should one decide what and how to

observe? That is, which teaching behavior of the vast spectrum of teaching shall one attend to, which ignore and what form should observation take? The Attitude Questionnaire was constructed to supply some possible answers to the previous questions and supply data for comparison of teacher groups A, B and C.

RESULTS OF APPLICATION

The alpha coefficient for the 12 item Classroom Observation Attitudes Questionnaire was .76 (Table 6 page 90). This is a satisfactory reliability for such a short test.

Table 9 page 94 provides a summary of the descriptive data for the measure. It can be seen that group A tended to score in line with the author's expectations. Group C which was not exposed to COBO, however, scored higher (Mean 39.0 and SD 3.87) than group B (Mean 38.8 and SD 4.53) on the questionnaire.

Analysis of variance results for group means (Table 10 page 95) was .387 which did not reach the conventional significance level of .05. This means that in a technical statistical sense the null hypothesis of no significant difference among group means must be accepted for the results on this instrument.

OBSERVATION AND KNOWLEDGE QUESTIONNAIRE

This questionnaire was developed to provide data about understandings held by teachers relative to supervision and observation.

The author felt that ideas, beliefs and philosophical

views about many aspects of supervision and observation were vague, much too general or not clearly understood by most persons exposed to them. An example of this is three common weaknesses found in definitions of teaching and supervision. The weaknesses are: 1) Confusion of roles and role expectation as seen by the individual attempting to define the concepts; 2) Definitions too vague or too generalized as to render the concepts to be all encompassing; and, 3) Injection of individual bias into the situation based upon ideas held by the principal. To prevent bias from entering the picture the individual must clearly conceptualize, perceive and understand his role in the teaching or supervisory process.

The questionnaire was designed to give attention to concerns of the last paragraph and collect data for comparative analysis.

RESULTS OF APPLICATION

The alpha coefficient for the 15 item observation questionnaire was .43 (See table 7 page 90). A coefficient this low does not preclude using the instrument for making group tests of statistical significance as was done in this document. It does show that a persons' responses to single items on this instrument were not highly predictive of their total scores on the instrument.

Table 9 page 94 provides a summary of the descriptive data for the

questionnaire. It can be seen that group A scored in line with expectations held by the author. Group C (Mean 41.2 and SD 4.06) scored higher than group B (Mean 40.8 and SD 4.04) which was exposed to parts of the COBO model (Table 9 page 94).

Analysis of variance results for group means (Table 10 page 95) was .112. This finding does not reach the conventional .05 level of significance. The null hypothesis of no significant differences among group means must be accepted for this instrument. However, one should note that the .112 does approach the level of significance.

OBSERVATIONAL RECORD FORM

The skilled observer knows that the principal must be familiar with and able to use observational instruments in his work. He should have a general knowledge about the many commercially prepared tools - including electronic monitoring devices - and should be able to create and invent his own instruments for application to special problems or situations in his role as instructional supervisor.

The observational instrument allows the observer to describe the reality of his school and teaching in terms that one knows by experience to be potentially significant indicators of teaching effectiveness. The type of data at hand for analysis is determined largely by the observational instrument used.

The Observational Record Form was one instrument devised by the author to collect data for this practicum effort. It seemed to be the simplest and most efficient way to collect observational data for several categories for group comparative analysis.

RANDOM SAMPLE FOR OBSERVERS OF BLIND

Random selection of teachers to be observed by observers of the blind included three of the six teachers - one from each treatment group - in each of the ten schools. A flip of a coin decided which of the two teachers in each group would be observed.

Teachers that were to be observed were assigned numbers by schools placed in alphabetical order with the first teacher assigned the number 00 and the last one of the final school was assigned the number 29. The author entered the table of random numbers blindly with the finger placed on 03-08. The vertical column 03 was used and 08 was the number of places counted down repeatedly until all prenumbered observees had been assigned to an observer.

Ten teachers of the staff of the author served as observers of the blind. The observers were randomly assigned to observe three of the 30 teachers who had been randomly selected - 10 each from groups A, B and C. Each teacher was instructed in use of the Observation Record Form. It was used in one observation at the observer's school before completing the three for the practicum.

RESULTS OF APPLICATION

The alpha coefficient for the Observation Record Form was .99. This high an alpha coefficient is unusual. It indicates that how a person was rated on any one of the 28 items was quite predictive of how he was rated on the rest. It indicates that one overriding factor or dimension pretty well accounted for the way a person was

rated. Whether this factor was rater bias or an underlying characteristic of ratees would require validation studies beyond the scope of this effort.

Table 9 page 94 provides a summary of the descriptive data for the record form. It can be seen that group A (Mean 79.8 and SD 23.8) scored significantly in the direction of the author's expectations. On this measure group B (Mean 66.3 and SD 39.3) scored much better than group C (Mean 51.9 and SD 21.5).

It must be noted that fewer cases were available for the observational analysis. Hence, other things being equal larger difference would be required for the results to be statistically significant. The descriptive data on this measure were pronouncedly in the direction of the author's expectations. It is not unlikely that had the size of the sample been increased the statistical test would have been significant. Had the distance between the group means remained about the same as the sample size increased, the above statement would be but a truism.

Analysis of variance results for group means (Table 10 page 95) was .123. This is above the conventional .05 level of significance. Thus, the null hypothesis of no significant differences among group means must be accepted though the finding does approach the level of significance.

CONCLUSIONS FROM EVALUATION

Scriven's (1973) Product Evaluation Profile (PEP)[12] was used to draw conclusions from the evaluation of the effort. These statements and conclusions follow.

NEEDS (JUSTIFICATION)

Teacher evaluation is mandated by state statute 231.29. The local district has amplified statute 231.29 (2) (C) to make classroom observation an adjunct to teacher evaluation.

Local suggested guidelines for reappointment of instructional personnel sets forth the major purpose of teacher evaluation as the improvement of instruction.

Supervisory personnel (principals) cannot intelligently direct improvement of instruction if they are not adequately prepared or are not knowledgeable about what teachers are doing in the classroom. This suggests that the only way to actually know what teachers are doing is to "take a long look" (observe) them in the classroom.

Teacher evaluation as practiced locally does not result in the district's initial goal statement of improvement of instruction. The needed information for principals and teachers to make instructional improvement decisions is not produced by this procedure. The major reason why this is true is because most principals do not observe instructional staff at work.

If the district is serious about teacher evaluation for instructional improvement classroom observations must be mandated

through amplification of statute 231.29 (2) (C) and policy 4009.

A final aspect of the need for planned districtwide observation is the moral obligation involved. Those charged with the responsibility to evaluate the performance of others are morally obligated to establish a basis for ratings made on evaluative documents. The district's amplification of statute 231.29 suggests this obligation but stops short of a mandate for observations.

MARKET (DISSEMINATION)

The market for classroom observation is extremely large as teachers make up one of the largest work forces locally. The plan to disseminate the product would follow closely the plan or system already established for teacher evaluation. However, two complete classroom observations would replace the single teacher evaluation for annual contract staff during the first semester. Tenured staff would also get two complete observations during the first half year.

The second half of the year one complete required observation and a single teacher evaluation would be done for each teacher. Thus, three observational reports would establish the major basis upon which instructional improvement would be suggested and evaluations documented.

PERFORMANCE - TRUE FIELD TRIAL

The product has just undergone a true field trial. Many more replications are desirable. The actual field trial represented by this document shows that attitudes are extremely difficult to change or predict and are not significantly different among teachers.

The field trial was successful in that a planned program was developed and implemented. Criteria was developed and successfully used by observers of the blind as a measure to rate acts related to teaching. Criteria developed was an Observation Record Form.

PERFORMANCE-TRUE CONSUMERS

TEACHERS

Performance as related to teachers showed that they are basically in agreement on the following: 1) The need for planned programs in classroom observation; 2) The lack of planned programs for observation; 3) Beliefs, ideas and attitudes about classroom observation; and, 4) Very short time intervals set aside for observations when they are made.

The Classroom Record Form provided the most persuasive data about teachers' performance during observation. The data indicated that teachers whose performance was rated poor was consistency rated that way and vice versa. This instrument indicated that how a person was rated on any one of the 28 items was quite predictive of how he was rated on the other 27 items.

PRINCIPALS

Performance on measures for the practicum indicated that principals generally agreed with teachers on the following: 1) Lack of planned programs of observation; 2) Relative short time interval for those observations which were made: 3) Attitudes, beliefs, and philosophical views about observation; and, 4) Low priority placed upon classroom observation as shown through ranking of

item E (See table 2 page 51) of Principal's Responsibility Rank Order Form.

The overall status review pointed up a poor performance effort by principals with this vital supervisory function. This may be attributed to two factors: 1) Poor preparation of principals for instructional supervisory functions; and, 2) Failure of central administrative staff and principals to place appropriate priority upon preparation for the task and commitment to instructional supervision.

CENTRAL ADMINISTRATIVE STAFF

On the instruments administered to this group there was no considerable differences in performance. However, this group shares - with principals - the burden for poor performance in instructional supervision as no direct mandate to carry out a planned program of classroom observation has been urged.

PUPILS

Performance of the most important consumer was not a variable directly observed or evaluated during this investigation. To determine if the performance of pupils was measurably improved in a positive way would require validation studies beyond the scope of this effort.

PERFORMANCE-CRITICAL COMPARISONS

Classroom observation, analysis and feedback or instructional

supervision is for the specific purpose of improving the quality of teaching and learning. There is no competition formulated or designed for that exact purpose. Systems used in lieu of observations are teacher evaluations and/or assessments which utilize observation as a source of data.

It is evident that the people who are to be helped by evaluations have the least confidence in them. There is little suprise that principals and teachers look upon evaluation with distaste.

Most evaluation forms are checklists made up of divisions which include personal characteristics, out-of-classroom relations and classroom teaching. Thus, teacher evaluation instruments are designed to get information about teachers first and their performance second. By the time evaluations are done the acts of teaching are near the end of school. Classroom observation keys on the acts which take place in the learning environment during an instructional period and stresses immediacy of feedback for improvement. It is designed to help teachers better understand what is being done, how it is being done, why it is being done and how they may be able to vary and/or improve their performance and students' learning.

Teacher evaluations are geared to administrative functions while classroom observations are for enhancement of teaching - learning. There is no critical competition which performs the function of improving instruction and instructional supervision as well as classroom observation.

PERFORMANCE - LONG TERM

Duration of project too short to give long term performance information.

PERFORMANCE - SIDE EFFECTS

The varied side effects of classroom observation, analysis and feedback are as listed below. The process helps teachers and supervisors (principals):

1) Learn the complex skills of analytic perception of the instructional process;
2) Develop skill in rational analysis of the instructional process based on explicit observational evidence;
3) Develop skill and understanding of curriculum implementation and experimentation;
4) Establish and maintain communication;
5) Enhance the teacher's personal image through successful functioning in terms defined by the teacher;
6) Develop a positive relationship between explicit intentions and strategies and control over behavior;
7) Develop emotional tolerance for failures, suprises and behavioral adaptions to cope with unexpected circumstances;
8) Develop ability to agree and/or disagree without being disagreeable;
9) Develop ability to recognize and articulate previously undefined problems;

10) Develop self-evaluation skills and techniques; and,

11) Develop perceptual reality about teaching and teacher judgements.

PERFORMANCE - PROCESS

OF CLASSROOM OBSERVATION

Classroom observation is a process which includes: 1) Pre-observation Conference; 2) Classroom Observation; 3) Analysis of Observational Data; and, 4) The Feedback Conference. Elimination of any step weakens the effort to improve the quality of instruction.

The process described allows teacher and principal to question the teacher's decision-making procedures in a continuous cycle of events designed to develop skills in analytic perception of the instructional process.

The problem of process performance as related to classroom observation is that those responsible for initiating such programs almost never get started. Observational programs are rarely implemented because of a lack of skill and understanding of the complex involvements in classroom instruction. There also exists a lack of commitment to carry out such programs. A moral question is at issue relative to the lack of observational programs. It is morally improper to assess or evaluate the competence of anyone without firsthand knowledge of the individual's performance. Classroom observation is designed to satisfy this moral-ethical consideration.

OF THIS EFFORT

Process and performance of same are stated under procedures (See pages 6-7).

PERFORMANCE - CAUSATION

The design of procedures (See pages 16-17) selected and used was for the purpose of determining the effectiveness of the experimental variable. The evaluation of COBO produced no significant differences among groups on all but one of the measures.

The measures which produced significant results in the direction of the author's prediction was the Observation Record Form used by observers of the blind to rate teachers' classroom performance. The form established four areas which bring thorough and complete teaching closer to reality. The areas are:

1) Classroom Organization and Routines - A planned way of doing things is necessary to help develop needed structure and discipline as students seek to reach higher levels of maturity.

2) Presentation of the Lesson - Procedures used to accomplish stated goals is the heart of the teaching process. Thus, evidence of effective leadership must be sought in this area.

3) Teacher - Pupil Relationships - A case for classroom climate and environment hardly needs to be made. One must be aware of relationships between teaching success and creation of a challenging and motivating atmosphere within a classroom.

4) Pupil Participation and Effectiveness of Instruction - If one considers pupils' participation in planning and instruction as important then evidence of this must be sought.

PERFORMANCE - STATISTICAL SIGNIFICANCE

Inferential data provided results which did not reach the conventional .05 level of statistical significance. Differences did approach the significance level on the Observation Questionnaire and Observational Record Form (See results for the three instruments pages 75 - 95).

PERFORMANCE - EDUCATIONAL SIGNIFICANCE

FOR THE AUTHOR

There was educational significance for the author in planning, producing and reporting the classroom observation practicum.

This Maxi II - effort gave the author the opportunity to meet a need for understanding and implementation of a high level program. It helped the author meet and fulfill a personal goal which was to significantly improve on the level of performance exhibited in previous Mini, Midi, and Maxi efforts. A careful review of stated efforts as contrasted with this one shows significant improvement in the view of the author - evaluator.

The program developed, procedures used, sampling techniques applied, measures and/or instruments developed for use and experimental variable were all expressions of a higher perceptual and cognative functioning of the author. Thus, educational

significance has been shown in respect to the author's improved performance.

FOR THE CONSUMER

The consumers' philosophical views, beliefs and/or attitudes were not significantly different nor were these traits measurably changed by instruments used or the experimental variable. This does not necessaily mean the product is a failure at this check point. It very well may be that the author's designed instruments did not get to the core of concern.

Viewing data provided by measures used it becomes clear that there existed a large panorama for educational significance but little of value actually developed for teacher and pupil consumers in this category.

COST AND COST-EFFECTIVENESS

The cost for classroom observation may be approached in several ways. Under any plan it is necessary to look at cost - benefits as they relate to the competing product also.

The basic cost factors of a planned program for classroom observation would include costs for training personnel and time.

There are two basic approaches to training personnel (principals). These two are: 1) Local system sponsored workshops (Inservice): and, 2) Sending system representatives to established institutions for training.

In the first plan the system hires one or more outside expert consultants to work with principals in 12 workshop sessions.

These sessions would cost the system approximately $600 per workshop for 40 principals. Thus, the cost for the year would be $7200. To accommodate all elementary principals would require a three year program at a cost factor of $21,600.

Time under this plan would cost the system nothing as the participants would be taught to use available time more wisely. This would be done by teaching principals to eliminate the 35 most prevalent time wasters in: 1) Planning; 2) Organizing 3) Staffing; 4) Directing; 5) Controlling; 6) Communicating; and, 7) Decision-Making.

In the second plan the system would survey its personnel and decide upon five individuals to be sent to a school such as Harvard for Clinical Supervisory Education.

These five individuals would be sent to the selected school with stipend and expenses paid during two summer sessions at an approximate cost of $25,000 to the system. This would average $5,000 per individual for the two summers.

These five individuals would then return to the district to work with a group of 18 - 20 principals in 12 workshop sessions during the year in development of classroom observation skills, understanding and instruments.

Cost for time would be as proposed in the first plan.

The outlay of approximately $25,000 over a period of three years would yield the system a more sophisticated and professional classroom observation program.

TEACHER EVALUATION

The teacher evaluation system as currently implemented costs the system nothing except limited administrative time. However, it is not in direct competition with classroom observation because it is used more to build an administrator data bank than for the improvement of teaching and learning.

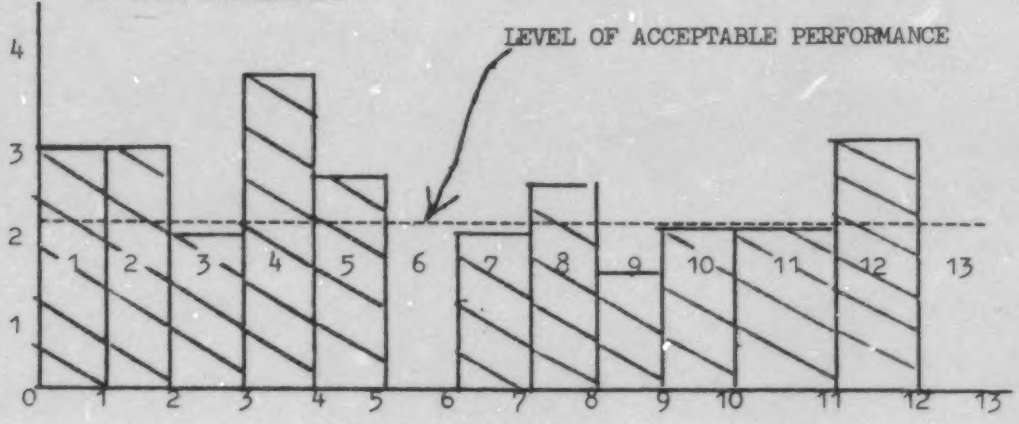
There exists very wide dissatisfaction with teacher evaluations because they are thought to be negative oriented and meaningness in terms of helping individuals to improve.

CONCLUSIONS

It is concluded that a district wide observation program would cost the system more initially than would the present teacher evaluation program. This cost factor would be offset in time by better performance of teachers with more competent instructional supervisory assistance.

EXTENDED SUPPORT

No data available.



Scriven's PEP produced a 2.08 rating as applied by the author which indicates performance of the product at the level of acceptability.

RECOMMENDATIONS

As a result of the findings cited through out this document a statement of recommendations follow.

DISCUSSION PERCEDING

Brighton and Rose (1975) listed the paramount purposes for using written evaluation and/or assessments as follows:

> 1) To assess the overall school program to determine how well it is progressing toward avowed goals; 2) To provide a basis for improving instruction; 3) To motivate teachers to render their highest level of professional service; 4) To help teachers succeed in their chosen profession; 5) To provide a basis for making administrative decisions; 6) To provide a basis for developing effective personnel practices; 7) To implement a merit pay plan; and, 8) To keep records and reports for administrative offices and Boards of Education.[13]

The categories stated by Brighton are an accurate compilation of the purposes for teacher evaluation and/or assessment as suggested in the literature and district suggested guidelines for reappointment of instructional personnel. One might note that the purposes are mostly administrative in nature by a ratio of seven to one. This suggests that though statements profess the major purpose to be instructional improvement in reality programs in teacher evaluation are geared to administrative functions.

Brighton frequently used "To provide the basis for" in his statement of purposes for evaluation. This suggests that Brighton

as well as administrators nationally concern themselves with collection and accumulation of data. This must change so that greater concern is given to actions taken after data has been collected. It is not enough to provide the basis for improving instruction. Actions must be taken to assure that teaching and learning are enhanced.

Literature on the subject of teacher evaluation and assessment indicates that these programs are failures in terms of improving teachers' performance with teaching-learning activities. The programs are failures for the reasons that follow: 1) Instruments used do not concentrate enough on the single most important function of the teacher which is teaching. Too much emphasis has been placed upon factors which are unrelated or are side effects to the central concern; 2) Feedback must be rendered during the time when the act is fresh and the teacher has time to improve. Timing for teacher evaluation programs is unsatisfactory for remediating problems of teaching which took place earlier in the year; and, 3) Observation of teaching is considered by almost all central administrators as being an adjunct to teacher evaluation. This places observation in a role of secondary or minor importance.

Many building principals recognize the value of classroom observation. However, many of these principals leave much to be desired in observing classrooms. This could be due to inadequate preparation or a lack of any preparation for instructional supervision.

Factors considered and stated above set the bases for the five recommendations which follow.

STATEMENT OF

Recommendations to improve the present situation are as follows: That

1. A district policy be adopted which would amplify state statute 231.29 (2) (C) by requiring each principal or appropriate designee to complete three classroom observations, analysis and feedback conferences for each teacher annually. This would make principals' behavior consistent with the overall goal of teacher evaluation as set forth in opening statements of Suggested Guidelines for Reappointment of Instructional Personnel for 1974-75.
2. Guideline II (C) of Suggested Guidelines for Reappointment of Instructional Personnel be amended so that two formal written feedback reports of classroom observations replace the evaluation reports for annual contract teachers during the first semester.
3. District administrators recognize and acknowledge that classroom observation, analysis and feedback is not an adjunct to teacher evaluation but is co-equal in importance and is more likely to achieve goal statements set forth in the opening lines of Suggested Guides for Reappointment of Instructional Personnel.
4. Those involved in observing, evaluating and/or assessing teachers' competence and performance be mandated - through district long range planning - to become more skilled and competent in clinical or instructional supervision.

5. The district set up a plan and timetable to involve all principals and/or appropriate designees in teacher evaluation and classroom observation workshops designed to improve instruction.

EFFORTS TO EFFECT CHANGE

A final instrument was administered to teachers, principals and selected administrative staff members. This instrument was an opinionnaire (Appendix D pages 96 - 100) which was structured to solicit a yes or no answer from each individual on six items. The main focus of attention was on item six (Appendix D page 100) which would determine if the three groups stated above would support a proposed school board policy to establish the purpose of classroom observation specifically for improvement of instruction.

Eighty-three percent of teachers, 100 percent of the principals participating in the practicum, 80 percent of the elementary principals' executive committee and 67 percent of the administrative staff members said they would support such a policy (See appendix D page 101).

The most outstanding and key administrator acknowledged that he could not support the proposed policy. The author restudied the proposal, State Statute 231.29 (2) (C) and Board Policy 4009. In light of the review the approach toward trying to bring about change was altered to recommend that current Board Policy 4009 be further amplified to give co-equal importance to teacher assessment and classroom observation (See recommendation number one page 37).

Proposals and recommendations as well as data of the effort were discussed with C. T. A. leaders. Got written statement and understanding that some form of classroom observation request would be

included in negotiations for the organization's master contract with the school system.

The compiled data of Appendix D and recommendations have been presented to the following with a request for support: 1) Superintendent of Instruction; 2) District Long Range Planning Steering Committee; District Personnel Department; and, The District's Policy Review Committee. These committees have recommendations under advisement.

FINAL RESULTS

The total COBO model is being implemented at Rock Island Elementary School. It is a very important part of the school's day-to-day operation. Without the program the school and staff would not operate as smooth as they do.

Based on discussions with C. T. A. and other key committees there are expectations that the program implementation will be extended to other schools.

APPENDIX A

TABLES

I. Status of Classroom Observation

II. Rank Order of Principals' Responsibility

STATUS OF CLASSROOM OBSERVATION

TABLE I

ITEM 1

A planned program of observation was implemented in my school

RESPONSES	TEACHERS	PRINCIPALS
a) Last year	5	1
b) Year before last	6	1
c) This year	3	2
d) Never	27	0
e) None of those listed	18	5
f) No response	4	0

ITEM 2

Observation of first year (in the profession) teachers' classes begin in

RESPONSES	TEACHERS	PRINCIPALS
a) August	22	2
b) September	15	5
c) October	3	1
d) November	0	1
e) None of those listed	16	0
f) No response	3	0

ITEM 3

Routine classroom observations usually begin in my school during

RESPONSES	TEACHERS	PRINCIPALS
a) August	23	3
b) September	16	5
c) October	1	0
d) November	0	1
e) None of those listed	18	0
f) No response	1	0

ITEM 4

Observations in my school are

RESPONSES	TEACHERS	PRINCIPALS
a) Not planned	39	3
b) Planned to observe tenured teachers only	0	1
c) Planned to observe non-tenured teachers only	0	0
d) Planned to observe all classes in rotation	8	4
e) Planned for teachers and principal to observe classes	10	1
f) No response	1	0

ITEM 5

The purpose for observation in my school is

RESPONSES	TEACHERS	PRINCIPALS
a) Teacher evaluation	38	2
b) Analysis of classroom behavior	7	1
c) Analysis of teachers' decision making	7	3
c) Improved learning by pupils	19	7
e) To correct teacher made errors	10	2
f) No response	6	0

ITEM 6

Classroom observations are made of each teacher in my school

RESPONSES	TEACHERS	PRINCIPALS
a) Once a month	4	1
b) Once a semester	3	1
c) Once a year	0	0
d) More than twice a year	17	6
e) None of those listed	39	2
f) No response	1	0

ITEM 7

When an observation is made in my school, it includes

RESPONSES	TEACHERS	PRINCIPALS
a) Classroom observation only	8	1
b) Classroom observation and analysis	14	1
c) Classroom observation, analysis and feedback conference	20	4
d) Classroom observation, analysis, feedback conference and written analysis	6	3
e) All of D and plans for next observation	4	0
f) No response	7	0

ITEM 8

Observations in my school are usually planned for

RESPONSES	TEACHERS	PRINCIPALS
a) 8 - 10 a. m.	1	0
b) 10 - 12 a. m.	0	1
c) 12 - 2 p. m.	0	0
d) 2 - 4 p. m.	0	0
e) Widely varying times	51	8
f) No response	7	0

ITEM 9

Classroom observations in my school are usually planned to last

RESPONSES	TEACHERS	PRINCIPALS
a) 20 - 30 minutes	31	6
b) 30 - 40 minutes	6	3
c) 40 - 50 minutes	1	0
d) 50 - 60 minutes	1	0
e) More than 60 minutes	2	0
f) No response	21	0

ITEM 10

Classroom observations in my school are

RESPONSES	TEACHERS	PRINCIPALS
a) Planned by the principal	28	8
b) Planned by the teacher	1	0
c) Planned by the principal and teacher	9	1
d) Planned by a committee	0	0
e) None of those listed	20	0
f) No response	2	0

ITEM 11

Discussion of observational data in my school is

RESPONSES	TEACHERS	PRINCIPALS
a) Mainly by the principal	9	2
b) Jointly by the principal and teacher	31	7
c) Seldom a concern given attention	3	0
d) By the staff in professional meetings	1	0
e) None of those listed	14	0
f) No response	2	0

ITEM 12

Discussion about observational data in my school centers around

RESPONSES	TEACHERS	PRINCIPALS
a) Principal's opinion about observation	15	1
b) Inferences made by the principal	3	0
c) Teacher's opinion about observation	1	0
d) Inferences made by the teacher	0	0
e) All of those listed above	32	8
f) No response	9	0

ITEM 13		
Discussion about observational data in my school is directed toward		
RESPONSES	TEACHERS	PRINCIPALS
a) What the principal feels is best	9	0
b) What research findings indicate	2	0
c) Helping the teacher do better what she's decided needs to be done	13	4
d) Staff agreed upon ways to do things	3	1
e) All of those listed above	26	4
f) No response	9	0

RANK ORDER OF PRINCIPAL'S RESPONSIBILITY

TABLE 2

RANKS	TEACHER RATINGS	PERCENT-AGES	PRINCIPAL RATINGS	PERCENT-AGES	SUPER-INTEN-DENT RATINGS	PERCENT-AGES
ITEM A PREPARE AND SUPERVISE SCHOOL'S BUDGET						
1	15	26	2	22	1	20
2	6	10	1	11	0	0
3	7	12	1	11	1	20
4	6	10	0	0	1	20
5	4	7	1	11	1	20
6	5	9	0	0	0	0
7	3	5	1	11	0	0
8	1	2	1	11	0	0
9	11	19	2	22	1	20

ITEM B

DEVELOP AND MAINTAIN INSTRUCTIONAL PROGRAM

1	14	23	5	56	4	80
2	15	26	1	11	1	30
3	9	16	1	11	0	0
4	5	9	1	11	0	0
5	5	9	0	0	0	0
6	4	7	0	0	0	0
7	2	3	0	0	0	0
8	3	5	1	11	0	0
9	1	2	0	0	0	0

ITEM C

FAMILIARIZE TEACHERS WITH AVAILABLE RESOURCES & MATERIALS

1	2	2	1	11	0	0
2	2	3	2	22	0	0
3	8	14	0	0	0	0
4	5	9	0	0	0	0
5	7	12	2	22	1	20
6	12	20	2	22	3	60
7	5	9	2	22	0	0
8	13	22	0	0	0	0
9	5	9	0	0	1	20

ITEM D

MANAGEMENT OF SCHOOL AND STUDENT BEHAVIOR

1	4	7	0	0	1	20
2	6	10	1	11	0	0
3	9	16	0	0	1	20
4	8	14	0	0	0	0
5	8	14	0	0	1	20
6	5	9	1	11	1	20
7	8	14	4	44	0	0
8	8	14	3	33	0	0
9	2	3	0	0	1	20

ITEM E

OBSERVE AND ANALYSE LEARNING ACTIVITIES

1	0	0	1	11	0	0
2	3	5	0	0	0	0
3	6	10	1	11	1	20
4	4	7	1	11	0	0
5	7	12	1	11	0	0
6	6	10	4	44	0	0
7	19	33	0	0	2	40
8	10	17	0	0	1	20
9	3	5	1	11	1	20

ITEM F

ORGANIZE SCHOOL AND STAFF FOR INSTRUCTION

1	15	26	3	33	2	40
2	17	29	4	44	3	60
3	10	17	0	0	0	0
4	4	7	0	0	0	0
5	5	9	2	22	0	0
6	2	3	0	0	0	0
7	5	9	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0

ITEM G

ASSESS PROGRAM TO DETERMINE PROCESS TOWARDS OBJECTIVES

1	6	10	2	22	1	20
2	7	12	0	0	0	0
3	5	9	1	11	0	0
4	9	15	3	33	2	40
5	7	12	1	11	0	0
6	9	15	0	0	0	0
7	5	9	1	11	1	20
8	5	9	1	11	0	20
9	5	9	0	0	0	0

ITEM H

INFORM PARENTS AND CITIZENS OF SCHOOL'S CURRICULUM & HOW IT IS WORKING

1	1	2	1	11	1	20
2	1	2	0	0	0	0
3	3	5	0	0	0	0
4	1	2	1	11	0	0
5	1	2	1	11	1	20
6	7	12	1	11	0	20
7	8	14	0	0	1	20
8	12	20	2	22	2	40
9	24	41	3	33	0	0

ITEM I

SECURE MATERIALS & SUPPLIES NEEDED TO TEACH EFFECTIVELY

1	1	2	1	11	0	0
2	2	3	2	22	0	0
3	7	12	2	22	1	20
4	15	26	2	22	1	20
5	14	23	0	0	1	20
6	7	12	0	0	0	0
7	2	3	0	0	1	20
8	5	9	0	0	1	20
9	5	9	2	22	0	0

APPENDIX B

PRINCIAL'S HANDBOOK FOR CLASSROOM OBSERVATION BY OBJECTIVES

SAMPLES OF:

GOALS AND OBJECTIVES

GOALS AND OBJECTIVES ACHIEVEMENT FORM

CLASSROOM OBSERVATION BY OBJECTIVES MODEL

The first phase of COBO begins before the program has started. This stage is the goals setting and review stage.

The COBO model is designed to follow the normal school year with preparatory activities beginning in May. However, it is flexible enough that the program can begin at any time during the school year. Also, steps of the program may be taken out or shifted around as long as the basic concept of observation by objectives is retained.

STEP ONE - ANALYSIS AND REVIEW OF GOALS

Principal and teachers analyze and review school district's goals and objectives for the following year.

1) Briefly outline them in condensed form
2) Discuss them in detail with staff
3) Aid staff in understanding the rationale and reason for district's goals and objectives.

STEP TWO - NEEDS ASSESSMENT

Guide staff through informal needs assessment for school based on students to be served and local school resources available.

STEP THREE - DRAFT GOALS AND OBJECTIVES

Principal and staff develop rough draft of local school goals and objectives based on needs assessment and district goals and

objectives.

STEP FOUR - PRINCIPAL'S GOALS AND OBJECTIVES

Principal develops his goals and objectives for the coming year.

1) Should cover the same areas teachers will write objectives for.
2) Should be consistent with both district and local school goals.
3) Mechanism should be provided to allow teachers to make suggestions for some of the principal's goals and objectives.

STEP FIVE - PRINCIPAL AND STAFF REVIEW GOALS

Principal and staff analyze and discuss his goals and objectives (The relationship among district, school and principal's goals and objectives should be realized and understood).

STEP SIX - REVIEW THE ROLE OF THE CLASSROOM TEACHER

Principal and teachers review the role of the classroom teacher and come to an agreement upon four or five areas of responsibility and concern to concentrate on improving the ensuing year.

EXAMPLES:

1) Classroom Instruction
   a) Teacher writes one goal (What is to be improved)
   b) Teacher writes one or more objectives
      (How he plans to achieve the improvement)
   c) Explain how we will know when the objective (s) has
      been achieved
2) Interpersonal Relations w[illegible] Pupils
   a) Teacher writes one goal (What is to be improved)
   b) Teacher writes one or more objectives
      (How he plans to achieve the improvement)
   c) Explain how we will know when the objective (s)
      has been achieved
3) Interpersonal Relations with Parents or Staff
   a) Teacher writes one goal (What is to be improved)
   b) Teacher writes one or more objectives
      (How he plans to achieve improvement)
   c) How will we know when the objective (s) has been
      achieved
4) Professional Participation (Diversified Category)
   a) Teacher writes one goal (What is to be improved)
   b) Teacher writes one or more objectives
      (How he plans to achieve improvement)
   c) How will we know when the objective (s) has been
      achieved

NOTES:

1) Under step seven the areas may be designated by the principal or agreed upon by the principal and staff
2) Total number of goals four
3) Total number of objectives under the combined four areas not to exceed ten
4) Professinnal participation may include serving as committee chairman; inservice or university courses; other leaderhip roles; becoming more skilled and knowledgeable in a specific area; and etc.

STEP SEVEN - INDIVIDUAL GOALS

Teachers formulate individual goals and objectives for coming year (Encourage teachers to keep district and school goals in mind).

STEP EIGHT - FINAL DRAFT OF SCHOOL'S GOALS

Principal and staff go back to second draft of school's goals and objectives. Discuss, rewrite and formalize them. Write final draft.

STEP NINE - CONFERENCE SCHEDULE

Principal makes and distributes conference schedule.

STEP TEN - PRINCIPAL-TEACHER CONFERENCES

Principal and individual teachers discuss the goals and objectives of the teacher.

1) Principal listens to teacher and makes appropriate suggestions if needed.

2) Principal pledges his help, support and assistance towards the teacher's realization of his goals and objectives.

STEP ELEVEN - FORMS, GOALS AND OBJECTIVES

Forms listing the goals and objectives for the district, principal and school are made available to teachers. The form - for each goal and objectives - include appropriate blank space for the individual teacher to write in her goals and objectives.

STEP TWELVE - TEACHER COMPLETION OF FORMS

Each teacher completes two copies of each of her four goals and objectives on the forms provided.

1) One set of goals and objectives to principal

2) One set of goals and objectives kept by teacher (See samples which follow)

STEP THIRTEEN - PRE-PLANNING CONFERENCE SCHEDULE

Principal sets up individual teacher conference schedule for preplanning period.

STEP FOURTEEN - PRE-PLANNING CONFERENCES

First preplanning staff meeting principal hands out conference schedule. Total staff meetings should be one or two in number and of short duration. Release teachers to get into their classes.

During the preplanning period complete individual teacher conference schedule. Concerns of the conference focus on the teacher's goals and objectives. Flexibility is allowed the teacher so that he may change, add or delete from the goals and objectives established in June. The principal again pledges his help, support and assistance to the teacher.

STEP FIFTEEN - NEW TEACHER CONFERENCE AND OBJECTIVES

Principal meets with new teacher (s) and discuss requirements and procedures for establishing individual goals and objectives.

A veteran staff member is assigned to work with the new teacher in establishing his goals and objectives.

STEP SIXTEEN - PRINCIPAL'S CLASSROOM VISITS

a) Principal visits and talks to each class briefly.

b) Principal and teacher steering or advisory committee set up schedule for classroom observations.

1) Priority given to scheduling annual contract teachers first.

2) Continuing contract teachers are worked into the schedule on a random selection basis with a complete rotation of the schedule required before a second observation.

3) Observations are set up on two-a-day basis with understood flexibility to meet emergencies.

STEP SEVENTEEN - CLASSROOM OBSERVATIONS

Principal's observation of classes begin. In-classroom observations start and follow the series of activities outlined below.

1) Principal-teacher preobservation conference
   a) Should be held one to three days before classroom observation.
   b) Focus of the conference is the teacher's goals, objectives and intentions.
   c) Purpose is to reassure the teacher of principal's helping relationship, reduce her anxieties, relax her and open up two way communication.
   d) Decide and agree on what - if any - instruments or techniques will be used to record data during classroom observation.
2) Classroom Observation
   a) Principal visits classroom for a period of time between 45 - 60 minutes.
   b) Principal observes to see what is happening.
   c) Principal records verbatim what happens.
   d) All data must be as true, as accurate and as complete a representation of what took place as possible.
   e) Principal makes no value judgements except after thorough discussion of the data with the teacher.

3) Analysis of Data and Strategy for Conference

a) Data should be analyzed and written up within eight hours.

b) Facts - not personal inferences - of the data should be analyzed in relationship to the teacher's goals, objectives and stated intentions.

c) Make sense out of observational data.

d) Strategy of the conference is based on analysis of data.

1) What issues to treat?

2) Which data to cite?

3) What goals and/or objectives to aim for?

4) How to begin?

5) How to end?

6) Who should do what?

7) How will teacher be drawn into self-analysis of data?

4) Feedback Conference - This is the most significant phase of COBO.

a) Conference should be held within 24 hours with a maximum lapsed time of 48 hours.

b) Classroom observation cycle should never end before a feedback conference is held with the teacher.

c) Principal accepts the existence of problems without attaching any stigma to the teacher for having them.

d) Principal must signify to the teacher that the teacher is important to him and try to put the teacher at ease by encouraging him to express his views of his performance.

   1) Where was his performance above or on par with his plans and expectations? Why?

   2) Where was his performance below his plans and expectations? Why?

e) Principal informs teacher of his perceptions as to what was achieved in terms of the teacher's goals, objectives and expectations.

f) Principal makes concrete suggestions and recommendations for improvement where performance was weak and for further development of strength where it was satisfactory.

g) Principal opens himself to thorough questioning and discussion by the teacher of his views and judgements related to elements of the teaching and analysis of the data.

h) Principal - finally - gives teacher opportunity to deal with his personal analysis of the teaching and control of decisions about his own behavior.

i) Teacher and principal agree on future teacher strategy.

In the conference session the principal assumes the role of a coach not a critic. What he seeks to do is to help the teacher conceptualize and analyze the situation and problems. He then begins to help the teacher construct strategy (A plan of action) through suggestion of a series of instructions, comments, questions, suggestions and constructive feedback. The key aspect of the conference is that the teacher is led to analyze, discuss and correct matters to improve his performance himself. Thus, the teacher takes charge of his personal destiny and has a better understanding of his expected performance outcomes.

5) Post Conference Analysis

a) Principal reviews the completed COBO cycle with deliberate consciousness of, and purposeful control over, what he has done and plans to do with the teacher.

b) Principal plans to modify his supervisory practices to fit circumstances by reviewing:

1) Supervisory techniques

2) Implicit and explicit assumptions

3) Predominating value

4) Emotional Variables

5) Goals and objectives

6) Recycle every aspect of step eighteen with each teacher in rotation by schedule

STEP EIGHTEEN - TEACHER'S ACHIEVEMENT AND ASSESSMENT CONFERENCES

Annual contract teachers' goals achievement and assessment conference.

1) Reviewing data gathered through COBO with individual teachers.

2) Review teacher's goals and objectives

3) Make determination as to whether or not goals and objectives were achieved.

4) Complete goals achievement form for each of the four areas with teacher assistance (See sample which follows).

5) Make concrete suggestions to teacher where failure is noted.

STEP NINETEEN - STAFF ACHIEVEMENT AND ASSESSMENT CONFERENCES

Same as step eighteen for all instructional staff members.

STEP TWENTY - STEERING COMMITTEE REVIEW

Steering Committee holds goals and objectives achievement conference with principal based on his formulated goals for the school year.

Conference and recording of data follows same format as stated for teachers.

STEP TWENTY-ONE - START RE-CYCLE OF COBO

Begin goals and objectives setting cycle for ensuing year.

SAMPLE I

Rock Island Elementary School

Statement of Goals and Objectives for 1975 - 76

District Goal I A

Annual diagnosis of each child's instructional needs and development of irstructional programs of individualized and personalized instruction.

District Objective (s)

To provide instructional services appropriate to the needs of the students of the district.

Principal Goal I A

Diagnostic testing of each child in reading, spelling, mathematics and handwriting.

Principal Objective (s)

1) To identify students' needs and develop appropriate programs and prescriptions for instruction during the first three weeks of school.
2) To place pupils into programs appropriate to their needs and consummate with their abilities.

School Goal I A

Develop and maintain an instructional program based on diagnostic test results and the need of the students.

School Objective (s)

1) To administer diagnostic tests to each child at the beginning of school in reading, spelling, mathematics and handwriting.

2) To establish and maintain an instructional program based upon the needs of students as determined in objective one.

Teacher Goal I A

Teacher Objective (s)

1)

2)

3)

Teacher _____

Principal _____

Date _____

SAMPLE II

District Goal II A

Citizen participation in educational processes

District Objective (s)

Encouragement of parents and other citizens to participate in volunteer programs in instructional or support roles.

Principal Goal II A

More active participation of parent organization and parents' advisory council.

Principal Objective (s)

To establish a school program through the parents' organization to solicit and retain wider usage of volunteer help in:

1) Media Center
2) Classrooms
3) Cafeteria

School Goal II A

Greater involvement of parents and/or local citizens in volunteer school activities.

School Objective (s)

1) Retain the level of interest and involvement of local citizens in present tutorial activities related to language arts and mathematics.
2) To have all teachers seek to actively engage every parent in the present organization's activities.

3) To have each teacher actively seek to get ten parents to serve as volunteers in various roles.

Teacher Goal II A

Teacher Objective (s)

1)

2)

3)

Teacher _____

Principal _____

Date _____

SAMPLE III

TEACHER GOALS ACHIEVEMENT FORM

Teacher: _____

School: _____

Principal: _____

Date: _____

Check appropriate area for goal:

( ) Classroom Instruction

( ) Interpersonal Relations with Pupils

( ) Interpersonal Relations with Parents or Staff

( ) Professional Participation

_____

Statement of expected goal and objectives

_____

Adequate support given (Check Yes - No)

Yes ( ) No ( ) By Principal

Yes ( ) No ( ) By Support Staff

_____

Check One:

Teacher

( ) Did not meet goal

( ) Met or surpassed goal

_____

Signatures:

Teacher: _____

Principal: _____

Date: _____

NOTE: ONE SHEET IS COMPLETED FOR EACH OF FOUR TEACHER GOALS.

SCALE OF MEASURES

Items on the Observation Attitude and Classroom Observation Questionnaires were scaled by the author in line with the responses he considered most desirable for each one. The scale of scores for responses to each item ranged from a score of four for the most desirable response to a score of one for the least desirable response.

The Classroom Observation Record Form was divided into four categories. Each of the four categories were subdivided into seven concerns. The seven items were scaled from four points for superior performance to 0 points for unsatisfactory performance.

This arrangement provided one overall measure to be statistically treated and evaluated for each of the three measures.

TEACHERS' CLASSROOM OBSERVATION ATTITUDE QUESTIONNAIRE

TABLE #3

To complete the questionnaire read each item and decide if you strongly agree, agree, strongly disagree or disagree with the statement. Place an X in the column which most nearly expresses your feeling toward the statement.

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
1. I think about what the observer may say long after he/she has gone.	1 #7 12.7%	2 #22 40%	3 #3 5.5%	4 #23 41.8%
2. I need five or six minutes to pull myself together when an observer arrives unannounced.	1 #3 5.5%	2 #14 25.5%	3 #7 12.7%	4 #31 56.4%
3. My teaching is affected by the behavior and attitude of an observer.	1 #0	2 #24 43.6%	3 #2 3.7%	4 #29 52.7%
4. I feel nervous during observation.	1 #2 3.6%	2 #20 36.4%	3 #2 3.6%	4 #31 56.4%
5. I don't like for an observer to talk to the children because it distracts attention.	1 #4 7.3%	2 #11 20%	3 #5 9.1%	4 #35 63.6%

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
6. I worry about what the observer writes down while observing.	1 #2 3.6%	2 #21 38.2%	4 #13 5.5%	3 #29 52.7%
7. I try to do things in the way I think the observer approves.	1 #1 1.8%	2 #12 21.8%	4 #8 14.5%	3 #34 61.8%
8. I am relieved when the observer leaves.	1 #3 5.5%	2 #30 54.5%	3 #2 3.6%	4 #20 36.4%
9. My greatest concern is whether the observer knows why we are doing certain things.	1 #6 10.9%	2 #22 40%	3 #7 12.7%	4 #20 36.4%
10. I am embarrassed if children do not understand or follow directions during observation.	1 #1 1.8%	2 #11 20%	4 #5 9.1%	3 #36 69.1%
11. I pray that no child misbehaves or has to be disciplined during classroom observation.	1 #4 7.3%	2 #14 25.5%	3 #5 9.1%	4 #32 58.2%

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
12. I sort of ignore the presence of an observer unless the observer comes to me.	3 #4 7.3%	4 #44 80%	1 #1 1.8%	2 #6 10.9%

CLASSROOM OBSERVATION QUESTIONNAIRE

TABLE #4

To complete the questionnaire read each item and decide if you strongly agree, agree, strongly disagree or disagree with each statement. Place an X in the column which most nearly expresses what you believe about that statement. The word observer referred to throughout the questionnaire means the principal.

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
EXAMPLE: I believe an observer should not take notes during observation.			X	
1. I believe an observer's bias can cause him/her to be more subjective than objective.	4 #15 25.4%	3 #38 64.4%	1 #1 1.8%	2 #5 8.4%
2. I believe that the observer and teacher should agree on forms and instruments to be used.	4 #16 28.2%	3 #32 54%	1 #1 1.8%	2 #10 17%
3. I believe that observation's most important purpose is to get understanding of classroom activities.	1 #13 22.2%	2 #28 46.4%	4 #3 5%	3 #15 26.4%

		STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
4.	I believe that observation should focus directly on learning activities and incidentally upon the teacher.	4 #13 22.2%	3 #29 49%	1 #2 3.4%	2 #15 25.4%
5.	I believe that facts must be kept free of inference if observational analysis is to be reliable.	4 #13 22.2%	3 #34 57.5%	1 #1 1.7%	2 #11 18.6%
6.	I don't believe most observers are prepared to help teachers make thorough analysis of learning activities.	3 #6 10.4%	4 #19 32.2%	1 #5 8.4%	2 #29 49%
7.	I believe that teacher evaluation is the least important reason for observations.	4 #8 13.5%	3 #20 33.9%	1 #3 5%	2 #28 47.6%
8.	I don't believe the concerns of a third party should be included in a feedback conference.	1 #9 15.1%	2 #35 59.3%	3 #2 3.4%	4 #13 22.2%

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
9. I believe it is acceptable and necessary at times for an observer to talk to children during observation.	3 #8 13.8%	4 #42 71%	1 #2 3.4%	2 #7 11.8%
10. I believe feedback conference emphasis must be impersonal and for instructional improvement.	4 #15 25.2%	3 #38 64.4%	1 #0	2 #6 10.4%
11. I believe an observer records what he/she sees exactly as it happens without assigning value.	3 #4 6.9%	4 #20 33.9%	1 #5 8.4%	2 #30 50.8%
12. I believe observer bias can be controlled through electronic monitoring and self analysis.	4 #1 1.8%	3 #21 35.6%	1 #11 18.6%	2 #26 44%
13. I believe that observational purpose determines how and what data is fed back.	3 #5 8.4%	4 #50 85.4%	1 #1 1.8%	2 #3 4.4%

	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
14. I believe an artificial situation is set up when teacher and observer plan the observation together.	1 #9 15.1%	2 #31 52.2%	4 #2 3.6%	3 #17 28.8%
15. I believe the feedback conference focuses on all concerns which require corrective activity.	1 #5 8.4%	2 #39 66.1%	3 #4 6.9%	4 #11 18.6%

CLASSROOM OBSERVATION RECORD FORM

TABLE #5

Teacher: _____ # In Group Observed: _____

Area Observed: _____ Level of Group Observed: _____

Date of Observation: _____ Time: From _____ To: _____

Grade: _____ Room # _____ Observer Signature: _____

Total Accumulated Points: ____ Overall Ratings: _____

	CATEGORICAL RATINGS				
P A R T I	SUPERIOR 4 POINTS	VERY GOOD 3 POINTS	GOOD 2 POINTS	FAIR 1 POINT	UNSATIS-FACTORY 0 POINTS
CLASSROOM ORGANIZATION & ROUTINES SECTION # 1					
1. Methods and techniques used for instruction aided the group in accomplishing objectives	#7 23.3%	#5 16.7%	#10 23.3%	#7 23.3%	#1 3.3%
2. Environment was neat, orderly and free of health and safety hazards	#6 20%	#11 36.7%	#6 20%	#4 13.3%	#3 10%
3. Evidence of children's acceptance of responsibility for various tasks and assignments	#5 16.7%	#6 20%	#10 33.3%	#7 23.3%	#2 6.7%
4. Pattern of organization clearly defined and acceptable for lesson observed	#7 23.3%	#9 30%	#6 20%	#7 23.3%	#1 3.3%

	CATEGORICAL RATINGS				
	SUPERIOR 4 POINTS	VERY GOOD 3 POINTS	GOOD 2 POINTS	FAIR 1 POINT	UNSATIS-FACTORY 0 POINTS
CLASSROOM ORGANIZATION & ROUTINE SECTION # 1					
6. Materials of instruction were readily available and appropriate to the groups' use	#7 23.3%	#3 43.3%	#4 13.3%	#5 16.7%	#1 3.3%
7. Noise and movement of students are producive towards realization of objectives of lesson	#5 16.7%	#7 23.3%	#6 20%	#7 23.3%	#5 16.7%

CLASSROOM OBSERVATION RECORD FORM

	CATEGORICAL RATINGS				
P A R T I	SUPERIOR 4 POINTS	VERY GOOD 3 POINTS	GOOD 2 POINTS	FAIR 1 POINT	UNSATIS-FACTORY 0 POINTS
PRESENTATION OF THE LESSON SECTION # 2					
1. Use of A/V, appropriate aids programmed materials	#5 16.7%	#8 26.7%	#11 36.7%	#4 13.3%	#2 6.7%
2. Understanding and knowledge of materials and subject matter presented	#11 36.7%	#9 30%	#5 16.7%	#4 13.3%	#1 3.3%
3. Objective clearly defined and established pattern for accomplishing same was evident	#7 23.3%	#9 30%	#5 16.7%	#6 20%	#3 10%
4. Methods, techniques and materials used follow and orderly and systematic sequence or progression	#8 26.7%	#9 30%	#4 13.3%	#8 26.7%	#1 3.3%
5. An appropriate variety of exercises and activities used	#4 13.3%	#10 33.3%	#7 23.3%	#7 23.3%	#2 6.7%
6. Appropriate of pattern of communication for lesson observed	#5 16.7%	#10 33.3%	#5 16.7%	#9 30%	#1 3.3%
7. Involvement of individuals and/or groups in teaching - learning acitivities	#4 13.3%	#13 43.3%	#4 13.3%	#8 26.7%	#1 3.3%

CLASSROOM OBSERVATION RECORD FORM

	CATEGORICAL RATINGS				
P A R T 1	SUPERIOR 4 POINTS	VERY GOOD 3 POINTS	GOOD 2 POINTS	FAIR 1 POINT	UNSATIS-FACTORY 0 POINTS
TEACHER-PUPIL RELATIONSHIPS SECTION # 3					
1. Use of good judgement in handling breaches of behavior and problems	#3 10%	#1 36.7%	#6 20%	#8 26.7%	#2 6.7%
2. Maintaining satisfactory classroom behavior and control	#7 23.2%	#8 26.7%	#5 16.7%	#6 20%	#4 13.3%
3. Atmosphere and relationships conducive to a good learning environment	#7 23.3%	#6 20%	#7 23.3%	#7 23.3%	#3 10%
4. Provides for individual student needs	#4 3.3%	#13 43.3%	#5 16.7%	#6 20%	#7 6.7%
5. Recognizes and nurtures humaneness in interaction between and among pupils-teachers and pupil (s) - pupil (s)	#6 20%	#9 30%	#8 26.7%	#5 16.7%	#2 6.7%
6. Displays enthusiasm for working with children	#7 23.2%	#7 23.3%	#8 26.7%	#7 23.3%	#1 3.3%
7. Stimulates pupils to think originally and independently	#5 16.7%	#8 26.7%	#8 26.7%	#8 26.7%	#1 3.3%

CLASSROOM OBSERVATION RECORD FORM

	CATEGORICAL RATINGS				
	SUPERIOR 4 POINTS	VERY GOOD 3 POINTS	GOOD 2 POINTS	FAIR 1 POINT	UNSATIS-FACTORY 0 POINTS
PUPILS' PARTICIPATION & EFFECTIVE-NESS OF INSTRUCTION SECTION # 4					
1. Demonstrated enthusiasm for instructional tasks and activities	#8 26.7%	#6 20%	#6 20%	#9 30%	#1 3.3%
2. Total participation of pupils in whole class, individual or varied groups' activities	#6 20%	#11 36.7%	#5 16.7%	#6 20%	#2 6.7%
3. Relevance of instructional activities	#8 26.7%	#11 36.7%	#4 13.3%	#5 16.7%	#2 6.7%
4. Directions and activities clearly presented and understood by pupils	#5 16.7%	#11 36.7%	#6 20%	#7 23.3%	#1 3.3%
5. Appropriateness of the kind and level of instructional materials and activities	#7 23.3%	#12 40%	#4 13.3%	#6 20%	#1 3.3%
6. Pupils demonstrated growth in self-discipline and self-control while completing activities	#5 16.7%	#9 30%	#5 16.7%	#7 23.3%	#4 13.3%
7. Workmanship habits demonstrated through activities completed by pupils	#3 10%	#11 35.7%	#5 16.7%	#8 26.7%	#3 10%

CLASSROOM OBSERVATION RECORD FORM

PART II

Please use this sheet to briefly summarize the observation by placing appropriate comments under each section.

CLASSROOM ORGANIZATION AND ROUTINES

PRESENTATION OF LESSON

TEACHER-PUPIL RELATIONSHIPS

CLASSROOM OBSERVATION RECORD FORM - 2

PUPILS' PARTICIPATION & EFFECTIVENESS OF INSTRUCTION

QUESTIONS

COMMENTS

SUGGESTIONS

COEFFICIENT ALPHAS FOR OBSERVATION ATTITUDE QUESTIONNAIRE

TABLE 6

ITEM NUMBER	MEAN	STANDARD DEVIATION	CORRELATION WITH ITEM
1	2.76	1.14	0.6648
2	3.20	1.01	0.6952
3	3.95	0.23	0.1705
4	3.13	1.04	0.6329
5	3.29	1.03	0.4560
6	2.60	0.66	0.7141
7	2.89	0.66	0.4985
8	2.71	1.03	0.6273
9	3.87	0.34	0.1612
10	2.85	0.59	0.5913
11	3.18	1.06	0.7064
12	3.65	0.75	0.1696

COEFFICIENT ALPHA = 0.7634

COEFFICIENT ALPHAS OBSERVATION KNOWLEDGE AND UNDERSTANDINGS QUESTIONNAIRE

TABLE 7

ITEM NUMBER	MEAN	STANDARD DEVIATION	CORRELATION WITH ITEM
1	3.17	0.61	0.1426
2	3.08	0.71	0.2599
3	2.11	0.82	0.1109
4	2.92	0.77	0.3758
5	3.01	0.69	0.4085
6	2.66	1.03	0.4684
7	2.54	0.79	0.3184
8	2.37	1.00	0.4463
9	3.51	0.86	0.2413
10	3.17	0.59	0.2210
11	2.66	1.04	0.5234
12	2.23	0.78	0.2974
13	3.79	0.58	0.3084
14	2.21	0.72	0.3522
15	2.37	0.90	0.4197

COEFFICIENT ALPHA = 0.4311

COEFFICIENT ALPHAS FOR OBSERVATION RECORD FORM

TABLE 8

ITEM NUMBER	MEAN	STANDARD DEVIATION	CORRELATION WITH ITEM
1	2.53	1.18	0.9280
2	2.43	1.25	0.[illegible]521
3	2.17	1.18	0.8714
4	2.47	1.20	0.9077
5	2.27	1.23	0.9587
6	2.67	1.18	0.8[illegible]
7	2.00	1.36	0.9129
8	2.33	1.12	0.8467
9	2.83	1.18	0.8368
10	2.37	1.33	0.9610
11	2.50	1.25	0.9310
12	2.23	1.17	0.8685
13	2.30	1.18	0.9456
14	2.37	1.13	0.8643
15	2.17	1.15	0.9589
16	2.27	1.39	0.8967

17	2.23	1.33	0.9055	
18	2.37	1.16	0.9441	
19	2.40	1.19	0.8452	
20	2.40	1.19	0.8992	
21	2.27	1.14	0.8737	
22	2.37	1.27	0.9185	
23	2.43	1.22	0.8857	
24	2.60	1.25	0.9390	
25	2.40	1.13	0.9314	
26	2.60	1.16	0.9219	
27	2.13	1.33	0.8537	
28	2.10	1.21	0.9084	

COEFFICIENT ALPHA = 0.9909

ANALYSIS OF VARIANCE FOR INSTRUMENTS

TABLE 9

GROUPS	OBSERVATION ATTITUDE QUESTIONNAIRE			OBSERVATION QUESTIONNAIRE			OBSERVATIONAL RECORD FORM		
	N	M	SD	N	M	SD	N	M	SD
A	16	40.6	3.27	20	43.4	3.99	10	79.8	23.8
B	14	38.8	4.53	18	40.8	4.04	10	66.3	39.3
C	17	39.0	3.87	18	41.2	4.06	10	51.9	21.5

ANALYSIS OF VARIANCE FOR INSTRUMENTS

TABLE 10

Source	Sum Sq.	Deg. Free	Means Sq.	F	P Less Than
OBSERVATIONAL ATTITUDE QUESTIONNAIRE					
Within Cells	666.3	44	15.1	-	
Bet. Groups	29.4	2	14.7	.971	.387
OBSERVATION QUESTIONNAIRE					
Within Cells	860.2	53	16.2	-	
Bet. Groups	74.0	2	37.0	2.281	.112
OBSERVATIONAL RECORD FORM					
Within Cells	23140.6	27	857.0	-	
Bet. Groups	3893.4	2	1946.7	2.271	.123

APPENDIX D

I. CLASSROOM OBSERVATION OPINIONNAIRE

II. TABLE FOR OBSERVATION OPINIONNAIRE

CLASSROOM OBSERVATION OPINIONNAIRE

Please record your opinion about each of the items of the opionnaire by checking yes or no before each item. Do not alter or change the items by adding or deleting words, phrases or passages. Space has been provided at the end for you to write any suggestions or comments.

Below is the board policy on ASSESSMENT OF TEACHER COMPETENCY. Please note its reference to observation.

BOARD POLICY 4009

ASSESSING TEACHER COMPETENCY

The Superintendent of the Broward County Public School System shall be responsible for developing, organizing, updating and implementing a system-wide program for assessing the competency of the instructional staff.

POLICY ADOPTED: 3/13/69 POLICY AMENDED: 9/5/74

RULES

RESPONSIBILITY OF PRINCIPAL

Florida Statute 231.29 (2) (C), "The principal or the person directly responsible for the supervision of the individual shall make the assessment of the individual to the superintendent and the school board for the purpose of reviewing continuing contract."

This statute shall be amplified by the requirements that each administrator shall deginate the individual (s) who shall be directly responsible to him for assisting with the required written and other observations and assessments.

In view of the policy statement above and your personal experience - or lack of same - with classroom observation, please answer each of the six questions yes or no.

66.2% yes 33.8% no	1.	As a classroom teacher was your class observed three times or more during any one year?
63.2% yes 36.8% no	2.	Assuming that there was observations of your work at some time, do you feel that the person who observed you had enough time, understanding and knowledge of classroom activities to effectively give you needed help towards improvement in performance?

51.5% yes	48.5% no	3. Have you ever felt or do you feel it would be helpful to have a person on the school's staff to make frequent planned observations of your work and give you feedback on a one-to-one basis?
70.6% yes	29.4% no	4. Changing roles of the principalship seems to be drawing principals away from direct classroom observation and participation. In view of this fact would you support the hiring of a professionally trained curriculum analyst, specialist or clinical supervisor whose major responsibility is curriculum and work with teachers and children through observation, analysis and feedback?

70.6% yes	29.4% no	5. Would you support the development of a plan - at each individual school - which allows each teacher two periods of one hour on - site classroom observation and a minimum one half day off campus observation?
79.4% yes	20.6% no.	6. Would you support the writing and implementing of a school board policy which specifically sets forth the purposes of classroom observation as being for improvement of instruction?

CLASSROOM OBSERVATION OPINICNNAIRE

TABLE 12

ITEM	TEACHER GROUP A		TEACHER GROUP B		TEACHER GROUP C		ELEM. PRIN.		ELEM. PRIN. EXEC. COMM.		CENTRAL ADMIN. STAFF	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1	11	5	9	5	14	3	3	5	4	2	4	3
2	12	4	9	5	9	8	7	1	3	3	3	4
3	8	8	7	7	5	12	6	2	2	4	7	0
4	9	7	9	5	10	7	7	1	6	0	7	0
5	12	4	10	4	10	7	8	0	4	2	4	3
6	15	1	10	4	13	4	8	0	4	1	4	2
TOTAL	67	29	54	30	61	41	39	9	23	12	29	12

The total of 273 yes responses out of the possible 406 for all questionnaires indicates that 67.2% of all persons responding to the opinionnaire answered all items yes. The other 32.8% or 133 responded no to all six items.

REFERENCES

1. Kaufman, R. A., "A Possible Integrative Model for the Systematic and Measurable Improvement of Education". American Psychologist, P. 250.

2. Commission On Public School Personnel Policies in Ohio, "Training School Leaders for Better Public School Education." School Leadership, Vol. I No. 2 (1973), P. 34.

3. Cogan, M., "The Principal and Supervision." National Elementary Principal, Vol. LIII No. 4 (May/June, 1974), P. 23.

4. Malone, C. F., "A Design For Productive Classroom Evaluation." The Clearing House, (February, 1968), P. 348.

5. Ibid

6. N. E. A. Research Division, "Methods of Evaluating Teachers." N. E. A. Research Bulletin, (October, 1964), PP. 12-18.

7. Wilhelms, F. T., Evaluation As Feedback And Guide. Washington, D. C.: Association for Supervision and Curriculum Development, 1967 Yearbook, P. 6.

8. N. E. A. Research Division, "Methods of Evaluating Teachers," P. 12.

9. Banfield, E. C., Political Influence: A New Theory of Urban Politics. New York: The Free Press, 1965, P. 271.

10. Cronbach, L. J., "Coefficient Alpha and the Internal Structure of Tests." Psychometrika, No. 16 (1949), PP. 297-334.

11. Cramer, E. and Manova, R. J., Multitative Analysis of Variance. A Program Distributed by Clyo. Computing Service, Box 166, Coconut Grove Station, Miami, Florida.

12. Scriven, M., Evaluation: A Study Guide For Educational Administrators. Fort Lauderdale, Fla.: Nova University 1974, PP. 100-123.

13. Brighton S. and Rose, G., Increasing Your Accuracy In Teacher Evaluation. Englewood Cliff, N. J.: Prentice-Hall, Inc., 1965. P. 12.

BIBLIOGRAPHY

Amidon, E. J. and Flanders, N. A., The Role of the Teacher In The Classroom. Minneapolis, Minn.: Association For Productive Teaching, 1971.

Barnes, F. P., Research For The Practitioner In Education, Washington, D. C.: N. E. A. Department of Elementary School Principals, 1964.

Bloom, R. and Wilensky, M., "Four Observation Categories for Rating Teacher Behavior." Journal of Educational Research, Vol. 60 No. 10 (July - August 1967).

Bolen, J. E., "The Dilemma in Evaluating Instruction." Education Digest, Vol. 38 No. 9 (May, 1973).

Champagne, D. W. and Morgan, J. L., Supervision Study Guide. Fort Lauderdale: Nova University Press, 1973.

Cogan, M. L., Clinical Supervision. Boston, Mass.: Houghton Miffin Co., 1973.

Cottrell, M. J., "Problem of Giving and Receiving Help." Educational Leadership, Vol. 16 No. 8 (May, 1959).

Dixson, W. J. and Massey, F. J., Introduction To Statistical Analysis. New York: McGraw-Hill Book Co., 1969.

Fischler, A. S., "Confrontation: The Indispensible Condition for Changing Teacher Behavior." Nova University Institute for Professional Growth, Paper No. 1, (October, 1970).

Ginzerich, W., "The Principals' Role In Instructional Leadership." National Elementary Principal, Vol. 35 No. 2 (October, 1955).

Goldhammer, R., Clinical Supervision. New York: Holt, Rinehart and Winston, Inc., 1969.

Lewis, J. Jr., Appraising Teacher Performance. West Nyack, N. Y.: Parker Publishing Co., Inc., 1973.

Melton, G. E. and Stanavage, J., "Job Specifications for Principals." Education Digest, Vol. 34 No. 2 (October, 1970).

N. E. A. Research Bulletin, "The Principal and Supervision." N. E. A. Department of Elementary Principals - A Research Study, (1968).

Personnel Guidelines Committee, Suggested Guidelines for Reappointment of Instructional Personnel, Broward County, Florida, (1974-75).

Pittenger, G. E., Supervision: Independent Study Guide Off-Campus Ed. D. Program. Fort Lauderdale: Nova University, 1972.

Rogers, V. R., "A Sense of Purpose." National Elementary Principal, Vol. LIII No. 4 (May/June), 1974.

Rubin, L. J., "Interaction Analysis As A Feedback Mechanism." Nova University Institute for Professional Growth, Paper No. 1, (October, 1970).

Strom, R. and Galloway, C., "Becoming A Better Teacher." Journal of Teacher Education, Vol. 18 No. 3 (Fall, 1967).

Swearingen, M. E., Supervision of Instruction: Foundations and Dimensions. Boston, Mass.: Allyn and Bacon, Inc., 1962.

Watts, E , "The Principal and Curriculum Change." Administrative and Instructional Management Supplement, Tallahassee, Fla.: Career Education Curriculum Lab., 1974.

Wayson, W. W., "A Proposal To Remake The Principalship." National Elementary Principal, Vol. 54 No. 1 (September - October, 1974).

Willis, C., "The Two-A-Day Observation Plan." Childhood Education, (April, 1972).

Worthen, B. R. and Sanders, J. R., Educational Evaluation: Theory and Practice. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1973.